



# INSTRUCTOR GUIDE



## WILDLAND FIRE SAFETY REFRESHER INSTRUCTOR GUIDE

### Mission Statement:

The intent of annual fireline safety refresher training is to focus line-going personnel on operations and decision-making issues related to fireline and all-hazard incident safety. Refresher training will ensure firefighters have information regarding current initiatives and the upcoming fire season. Refresher training is provided in order to recognize and mitigate risk, maintain safe practices, and reduce accidents and near misses.

*The 2015 Fire Refresher was built for firefighters, by firefighters.*

<http://www.nifc.gov/wfstar/>



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## Notes to Instructor

### *Introduction*

Annual Fireline Safety Refresher Training is required for all personnel participating in wildland fire who may be subject to assignments on the fireline. Check specific agency policy at the WFSTAR website to determine if this training package meets refresher training requirements of all the attendees.

### *Expectations*

**\*\*\*THIS IS NOT A PLUG AND PLAY PRODUCT. INSTRUCTOR PREPARATION AND STUDENT INTERACTION IS REQUIRED\*\*\***

Instructors should facilitate a quality refresher that engages all students no matter their ICS qualification or firefighting experience. The success of this program is dependent on your ability to stimulate meaningful discussion during group exercises. Classes with a wide array of experiences and qualifications can provide an excellent opportunity for the less experienced to be mentored and for the more experienced to rethink old habits.

### *Instructor Prerequisites*

Lead instructors must be at least Single Resource Boss (SRB) qualified, and unit instructors must be at least Firefighter Type 1 (FFT1) qualified.

Adjunct instructors may be utilized to provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient and knowledgeable of current issues in their field of expertise.

All instructors will need the knowledge and skills to utilize current educational technology, as it relates to the WFSTAR website. Examples would be streaming and downloading interactive videos as well as the use of apps and mobile devices.



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## *Equipment and Materials*

A list of equipment and other material required for course presentation includes:

- Media player
- Instructor Guide, Student Workbooks from WFSTAR [website](#)
- *Incident Response Pocket Guide* one for each student
- Sign-in sheet/training documentation form
- Flip chart(s) with paper and marking pens
- Download modules from WFSTAR website
- Optional: *New Generation Fire Shelter* video, NFES #2711
- Optional: *The New Generation Fire Shelter* booklet, NFES #2710

## *Administration*

The instructor is responsible for identifying necessary equipment, materials, and supplies. The instructor is also responsible for recording attendance and assuring that evaluations are completed and returned:

ON THE WEB: [http://www.nifc.gov/wfstar/contact\\_comments.html](http://www.nifc.gov/wfstar/contact_comments.html)

BY MAIL: NWCG Training Development

Attn. Scott Anderson

3833 S. Development Avenue

Boise, ID 83705

BY FAX: (208) 387-5378

BY E-MAIL: [s80ander@blm.gov](mailto:s80ander@blm.gov)

If all modules are utilized, the length of this program is approximately four hours, depending on time allowed for exercises. Additional time will be needed for the fire shelter deployment practice.

Encourage the students to explore the new [Tech Tools](#) web page on the WFSTAR website. Tech tools purpose is to provide a place for firefighters to get technology that helps them do their job safer and more efficiently.



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## Module – Communication Tools

### Overview

Students will apply the communication tools discussed in the video to analyze past experiences in order to build on successes and learn from mistakes

**Target Audience:** Wildland Firefighters

**Time:** Video 10 minutes

**Exercise:** 15 minutes



### Instructor Tasks



- Introduce the goal listed above
- Conduct the small group exercise below and draw attention to the SAFENET pie chart in the season summary which shows the top contributing factor is communications.
- Have the students use the QR code to evaluate the module

Module Evaluation QR code





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## Exercise/Discussion:

### Exercise:

Think of a recent example on an incident in which you were involved in a miscommunication and answer the following questions. Get together in your small group and choose an example from the group's experiences. Use the five communication responsibilities as an analytical tool to guide the group's discussion.

- Brief
- Debrief
- Acknowledge and understand messages
- Communicate hazards to others
- Ask if you don't know

1. Why did the miscommunication occur? What tools were not used or misused?
2. What impact did it have?
3. If you had a chance to do it over again, what specifically would you do differently?

Think of a recent example on an incident in which there was a successful outcome as a result of your effective communication. Use the same analytical method as above.

1. How did the communication occur? (tools, methods, techniques used)
2. What impact did it have?
3. What lesson can you learn from this example to apply to an incident in the future?



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**Instructor Notes**

